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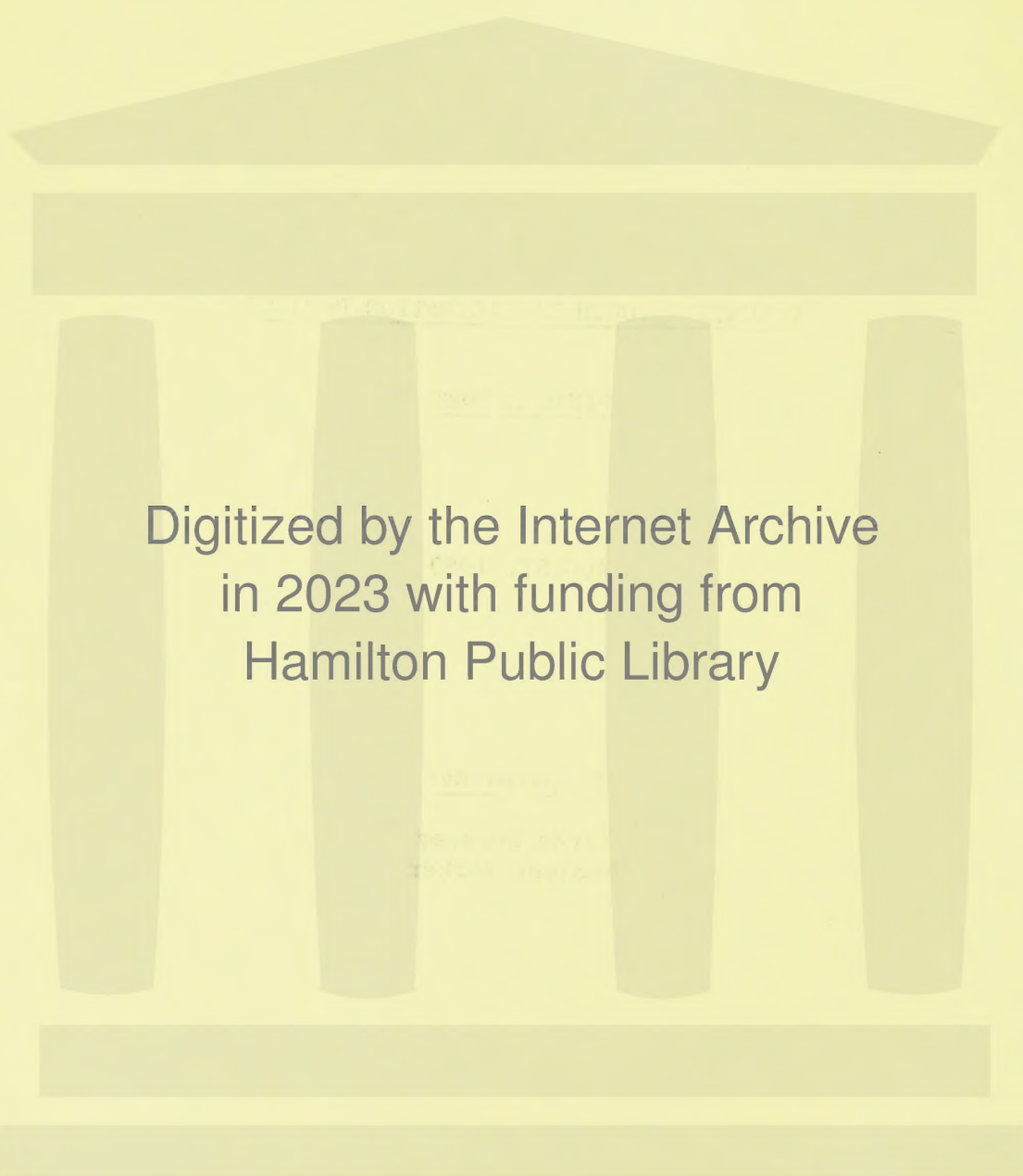
FINAL REPORT

AUGUST, 1980

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Project Worker

Sponsored by the Volunteer Bureau of Hamilton  
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## INTRODUCTION

The Volunteer Youth Participation Project (V.Y.P.) is an attempt to involve youth, primarily high school students, in their community on a voluntary basis.

This report deals with the work I have done over the summer on the V.Y.P. project but also covers background on the project while I worked on it during my placement from Mohawk College. I will include methods of implementing the summer project, successes, problems, future directions, recommendations and a final conclusion.

Linda Sweeney,  
Project Worker.

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## SECTION I - BACKGROUND HISTORY

I have been involved with the Volunteer Youth Participation (V.Y.P.) project since September 1979 as a placement student from Mohawk College. I completed my placement period at the beginning of April 1980 and was then hired mid-May as a summer project worker to continue my work with the V.Y.P. project.

In beginning my placement work at the Volunteer Bureau I was given information concerning a student volunteer club and a list of five schools approached with the idea and consented to try the idea of the club. Two summer students (1979) prepared a kit explaining the concept of the club including all areas related to forming a pilot club.

Contact was made in late September and early October, with all the contacts at all five high schools. (Contact was made by telephone and correspondence.) They stated they would contact me concerning the progress of their clubs and felt it better if they were left on their own before I stepped in. Unfortunately the volunteer clubs all failed. There were several reasons behind this, I feel, one being lack of teacher involvement due to too many other involvements within the school, also lack of student participation due to other involvements elsewhere. I feel that there were other reasons for their failure than the above. One reason being the lack of personal contact between myself (representing the Volunteer Bureau) and the student contacts involved: also a lack of sufficient publicity within the schools. I feel the Volunteer Bureau could have assisted in this area and publicized specific benefits for the students if they were involved in volunteering.

Hill Park School was the only school to keep an interest in attempting new approaches to the project. Scott Park, one of the five schools, was extremely involved in volunteering but a structured club was not feasible for them. They felt there was no one available to manage the club (teacher, guidance counsellor) because they were involved in many activities. They were interested in the ideas and may be a good school to approach again with the club idea or just for information on their volunteer promotion. They had the idea of involving a number of students as volunteers at a public school teaching typing to blind students.

I picked up on this idea as an alternative to the clubs. I then contacted as many varied agencies in Hamilton as I could to determine suitable programs, projects, etc., in which they could involve a group of students.

Hill Park was approached with these ideas and showed an interest. I chose to use Hill Park as one of the schools because the guidance counsellor (Mr. Beech) who was my contact was very co-operative and had personal interest in citizen participation. Also Hill Park was quite an involved school with citizen participation - i.e., school band played at a number of lodges in Hamilton, participated in heart fund drives, etc.







An additional school was chosen, namely Sir John A. Macdonald. I chose Sir John A. Macdonald because it was centrally located and I felt it would give a wider range of opportunities if one school was on the mountain and the other downtown. Also there were a great deal of agencies in the area of Sir John A. Macdonald that would be glad to use a group of high school volunteers. When Sir John A. Macdonald was approached they were interested in the ideas and offered their co-operation. The Principal did state that the school was not well known for its citizen participation. He said they had planned events and such things and they have failed due to lack of support from the students.

I set basic goals such as involving approximately 6-8 students volunteering as a group, for the two schools. Sir John A. Macdonald met my goals with the exception of holding regular meetings with the students involved; I feel there was a lack of time once they began volunteering to establish the regular meetings. They had seven (7) students involved with two agencies I had visited.

Hill Park on the other hand were more enthusiastic but they didn't have enough time to get things started before the end of school. They, however, were very interested in continuing during the summer.

A proposal was drawn up by myself in March to continue the Volunteer Youth Participation project during the summer months. The following section of this report will detail the steps which I took to implement the proposal (see Appendix #1).

## SECTION II - METHODS USED IN IMPLEMENTING THE SUMMER PROPOSAL

### INTRODUCTION

The summer proposal was accepted by the Volunteer Bureau and I was hired as summer staff as of May 12, 1980 to carry through with the proposal making any changes or adjustments needed. The following are step-by-step procedures I took in continuing the V.Y.P. project over the summer months (May-August, 1980).

### METHODS

- (a) The proposal called for two summer staff to work jointly on the V.Y.P. project but only one was hired so some adjustments had to be made immediately. For example, I had less time placed at each school so I had to work out sufficient time plan for each school.
- (b) The first step was to approach my two contacts at Hill Park (Mr. Beech) and Sir John A. Macdonald (Mrs. Rundle, Guidance Counsellor) with the ideas for continuing my efforts of promoting volunteerism





amongst the students. Both contacts were interested and supportive of my ideas. I chose to use these two schools during the summer because of my previous established contact with them.

- (c) I then approached the Board of Education to determine the procedures required to obtain a suitable room in Sir John A. Macdonald for the summer. I also approached Hill Park Recreation Centre to inquire about the possibility of a room on their premises. A room was approved for my use in both Hill Park and Sir John A. Macdonald to be available the week starting June 23, 1980.

The reason for obtaining space in both these areas was mainly for convenience; I felt the students would relate more easily to somewhere more familiar. Also, I felt more familiar with them due to working with them on the V.Y.P. project since January 1980. They were both co-operative schools and were willing to assist and so I felt it best to stay with them for the summer. Also I had some interested students come out during the time I was with them (placement period) and felt more may wish to get involved if I publicized further in the schools.

- (d) The next step was to approach a variety of agencies, mainly in person, some telephone contact, to determine possible areas they would need student volunteers especially during the summer. I found the agencies most responsive and co-operative; I even had agencies calling me personally to give me their requests for students to participate in summer programs.
- (e) I collated all the information received and prepared a handout (containing a breakdown of agencies by type of work and age group - where necessary - that needed student volunteers). (See Appendix #2).
- (f) Publicity was the next direction to take after obtaining agency feedback. I prepared two handouts for each school containing basic information on my locations during the summer and a list of benefits the students could receive when volunteering (see Appendix #3 and Appendix #4).

I chose to start publicity primarily within the two schools (Hill Park and Sir John A. Macdonald). The publicity was geared towards the need for student volunteers, lack of paid jobs for students in the summer and benefits the students could gain through volunteering. I felt we had to show the agency need but also propose what assets the students would gain from volunteering.

- (g) During the first week of June my publicity began in the schools. I held an information booth at Hill Park consisting of myself, two volunteers and two volunteer co-ordinators. Mr. Beech had done previous advertising for the booth by use of several Public Announcements and signs posted throughout the school; he also organized sufficient space and signs to indicate who we were.





Despite the excellent co-operation we lacked sufficient time with the students due to a shortened lunch hour and it was close to the end of school. We did receive fifteen names of interested students which were all on record with addresses and phone numbers. Handouts and a registration form were left behind with Mr. Beech for any students who still wished to apply.

- (h) At Sir John A. Macdonald I implemented a different type of publicity. I wrote up a 'blurb' to be read by all the teachers to their classes and it was also read on the Public Announcement System. (See Appendix #5.) I also visited with some specific teachers to explain my efforts and gain their co-operation. Unfortunately due to a lack of time it was not feasible for me to approach many of them. Handouts and registration forms were available with Mrs. Rundle (guidance counsellor) and several announcements were made to publicize this. I did not have much success with Sir John A. Macdonald. I only received two names of interested students.

I found that the information booth and speaking directly to the teachers works the best within the high schools. It is better to have the personal contact with the students so they can ask questions, and discuss opportunities with myself immediately.

- (i) After collecting my registry of interested students I prepared myself with posters, interviewing forms, agency flyers, appointment books, etc., to take with me to the two schools. I also informed the Interviewers Committee of my work and gained their co-operation in following my requests.

I also attempted to visit agencies on their programs and to basically acquaint myself with their locations.

- (j) My next step was to get myself set up in the schools and contact all the interested students, whose names I had on file, to set up interviews.
- (k) After completing the interviews with the students I had on file, I felt we needed a broader range of publicity to draw in more interested students.

I used a number of publicity resources within the Hamilton area to publicize my existence and opportunities for student volunteers.

The following is a list of publicity methods I used and my personal comments of each:-

Method:

1. Cable 4 T.V.

Personal Comments:

Very co-operative, they gave me a 15-minute interview on their Community Outlook show, announced my project and placed information on their screen. They will be pleased to help out in the future.

...





Method:

2. Mountain News

3. Stoney Creek News

4. Community Happenings  
C.H.C.H. - T.V.

5. Radio Stations:

- C.K.O.C.
- C.J.J.D.
- C.H.M.L.
- C.K.D.S.

6. "Can You Help?"  
(Volunteer Bureau column  
in the Spectator)

7. Churches

8. Student Manpower Offices:

- Hunter Street
- Mohawk College
- Stoney Creek
- McMaster University

Personal Comments:

They are very co-operative and willing to print any information given to them; they will screen it first. They printed two articles relating to my work over the summer.  
(See Appendix #6 and Appendix #7).

When first approached they were hesitant to print anything unless it related to Stoney Creek. I sent them a press release anyway and they contacted me for more information, printed it with no problem and offered their service again if needed.  
(See Appendix #8).

Co-operative and will air most material sent to them. One must send information a few days in advance of date of announcing. One problem was that they don't inform you whether or not your information has been announced. I was told by a student that it had been because that was how she discovered the program.

Press releases were sent to all four stations. They were co-operative when I called and consented to reading public service announcements from myself. Again I had the same problem as to whether the information was actually being read.

I found I had quite a lot of success with this advertising. I received a number of calls from students because of the ad.

I contacted all the denominational headquarters in Hamilton. Most were co-operative but unfortunately could not assist in publicizing my work due to no sufficient means of advertising over the summer months.

Very co-operative; took my flyers to hand out and were most supportive of my ideas (see Appendix #9).



Method:

Personal Comments:

- |   |  |
|---|--|
| 9. Libraries  | Most helpful in taking my flyers to make available for students to pick up.  |
| 10. Newsletters: <ul style="list-style-type: none"><li>- C.I.S.</li><li>- The "Key"</li><li>- Multicultural Centre</li><li>- North End Breezes</li><li>- Proctor &amp; Gamble</li><li>- United Steelworkers</li><li>- Westinghouse News</li><li>- Dofasco "News 'n Views"</li></ul> | The only one I was able to get information into was Central Information Service. For the others I was either too late, or they never responded to my press release and I could not reach them. |

In summary I found the publicity resources I used were most co-operative and supportive of my ideas and efforts. The publicity methods which seemed to be the most predominant one, from the questionnaires sent out to the students, was the newspaper (Spectator and Mountain or Stoney Creek News). I also had a large percentage finding out by word-of-mouth.

- (1) From the responses of my publicity, I set up appointments with the students and interviewed them for appropriate referrals. I also did a three-week follow-up on the students, a regular procedure of the Volunteer Bureau interviewing process.
  
- (m) A meeting was then held at Hill Park Recreation Centre on Monday, August 11, 1980, at 1:30 p.m., for all students volunteering and those who had not yet started to volunteer. I sent a letter a week in advance and asked students who could not attend to call into the Volunteer Bureau to let me know. I received only six calls of "regrets". Unfortunately my turn-out to the meeting was very disappointing, only eight (8) students attended out of fifty letters sent.

I felt that the summer was a bad time to attempt to call all those students together to meet. Many I found out later were on holiday and called in to tell me when they got back. I can't really say the meeting was a failure because it may have been the time of the year. If the meeting had been in September we may have had full turn-out. I had contacted some of those students back in June and July so they may have been right into their volunteering but had holidays booked before school started again (at the time of my meeting).

The meeting in itself was a success because the students who turned out were very talkative, helpful and enthusiastic. They were even disappointed themselves at the lack of students there. They all felt getting together and discussing volunteering was a great idea; they were able to meet others and discover what they were involved in.





- (n) For the meeting (see Appendix #10) I had prepared a questionnaire asking basic questions about their volunteer experience and more specifically how volunteerism could play a larger part in their school. I felt it important for the students to complete the questionnaire, therefore, I mailed them out to those students not at the meeting, with a deadline of August 23, 1980. The following chart outlines the results I received from the questionnaire.

# RESULTS FROM QUESTIONNAIRE

## (a) General Statistics:

Interviewed over the Summer (June-August);

(i)	By myself	-	35 students
(ii)	By the Volunteer Bureau	-	10 students
(iii)	By Hill Park Recreation Centre	-	<u>6 students</u>
	TOTAL OF	-	<u>51 students</u>

Questionnaires received after August meeting and sending them out were: 18

There were less than 51 handed or sent out due to the loss of several volunteers because of full-time summer jobs.

## (b) Direct Results from Questionnaires Returned:

QUESTION	YES	NO
1. Are you presently volunteering? (Please note that some of the students are awaiting word from agencies when they were to start.)	9	9
2. <u>For those volunteering:</u> Do you wish to continue your volunteer work during the school year?	7	2
3. <u>For those not volunteering:</u> Did they wish to continue their work into the school year?	7	2
4. <u>For those volunteering and not volunteering:</u> Do you feel it's a good idea for student volunteers to get together to discuss their work?	16	2
5. Would they be interested in volunteerism becoming more part of their school.	16	2
6. Which way would you like to see it happen? (a) Volunteer Club (b) Information available in Guidance offices (c) Start your own agency. (d) Volunteer Bureau representative go into school to discuss opportunities.	8 8 5 4	
Please note some students checked off more than one.		





Unfortunately due to limited time I was not able to complete a sufficient amount of three-week follow-ups before this report; therefore I have no adequate results in that area to date.

### SECTION III - PERSONAL EVALUATION OF SUMMER PROJECT

#### SUCCESSSES

I feel that the attempts to promote volunteerism amongst high school students was a success in its own capacity. There is definitely room for improvement to better the progress over the summer. I feel though that we were able to reach a number of students who would have sat around all summer bored with nothing to do. Some of these students who volunteered would really be interested in seeing citizen participation continue during the school year.

I feel it has opened the doors for the Volunteer Bureau to continue efforts during the school year because we received feedback from the students to this effect. It has also given us some student contacts which is a definite asset when approaching a school with ideas on volunteer clubs, etc.

I feel I put in quite a lot of work on the V.Y.P. project and it paid me back. I learned quite a bit regarding which techniques work better than others especially in the publicity area. It was some trial and error over the summer but at the end I was able to hear from some of the students and gain their support to carry on the V.Y.P. project over the school year. Carrying the project over the summer seemed to arouse an interest in quite a few of the students; they really got involved and didn't want things to end with the summer. I feel it was worthwhile to carry it over the summer to keep that contact with the students and to further arouse interests in some students.

#### DIFFICULTIES

I have headed this "difficulties" rather than "failures" because I don't feel the project failed; I feel though that there are problems to be worked out. It was a new effort being tried out this summer and is naturally not going to have the same response as if the project had been running in previous summers.

One difficulty I had was with timing. The project didn't begin until mid-May and with school finishing the beginning of June it left very little time for publicity within the schools. I felt I had to rush the publicity and collection of information concerning agency opportunities.



I encountered some difficulties in my rooms at both Sir John A. Macdonald and Hill Park Recreation Centre. Although both were helpful and co-operative there was a mix-up in my room at Sir John A. Macdonald and I had to be switched to another room in the middle of the summer. Fortunately the room was in the same location and I posted a sign in the foyer stating the change.

At Hill Park Recreation Centre I was allotted a large craft room but what I was not told was that every so often they would need it for a meeting during my days there. I managed to arrange things around it once they informed me but felt I should have been told from the beginning.

I also encountered a difficulty with one of my agencies (Y.W.C.A. on MacNab Street) which caused me to lose a good volunteer. The volunteer was shuffled about with no satisfaction and finally gave up. I kept contact with the volunteer and apologized to her; she stated she would be going on vacation soon and would leave it for now.

I contacted the agency and have now settled the situation with them and received an apology along with up-to-date information with specific contact people. I feel the whole matter was poor communication within the agency regarding their programs for volunteers.

A disappointment I had with the project was the poor turn out at the meeting I held on August 11, 1980. The students that attended were great, extremely co-operative and enthusiastic but I felt many more may have attended.

Concerning the special event I hoped to have for the student volunteers but felt I didn't have the time or enough students to participate to make it worthwhile. I did provide refreshments for the students at the meeting.

Overall I felt that I could handle the difficulties that arose during the project. I do feel that there could be steps taken to prevent them from occurring but this is an area where I have learned from my errors.

#### SECTION IV - RECOMMENDATIONS FOR CONTINUING DURING THE SUMMER

The following is a list of recommendations I feel should be taken into consideration if the project is to be carried on through the year (1980) into next summer (1981).

- (a) If the V.Y.P. project is to continue during the summer of 1981, procedures for implementing a plan for the summer should be started approximately two months before the end of school. This gives more time for making student contacts, agency visits, publicity, etc.





- (b) There should be good communications between the project worker and the agencies, especially with the volunteer co-ordinators. Make sure to collect as much information about the agency's programs, use of volunteers, what volunteer will gain, time involved, and most important, a contact person stated when and where they may be reached. Also it is a good idea to contact an agency you have referred students to and determine if they need more or have their quota. I contacted a few of them myself, approximately ten agencies, to find out if they need more volunteers, have enough, any new requests, and how a volunteer was doing if they were placed there. I find this a definite must because it keeps you on top of things with your possible referrals. For example, I wouldn't want a situation where the volunteer is referred to an agency, and the agency tells them they have enough volunteers, we may just lose that potential volunteer.
- (c) There should be as much contact with the interested students as possible, before the end of school, because they will be your only contact over the summer.
- (d) Start publicity within the schools and within the city as early as possible due to the fact that some sources need information a week or more in advance.
- (e) That when obtaining space outside of the Volunteer Bureau clarify more specifically your use of the space. Confirm that you will have the use of the room, etc., for the period you desire, before you move into it.
- (f) A strong recommendation I have is that the V.Y.P. project be kept up during the school year. I feel this will assist in easier continuation of the project if it is continued next summer.

The next section of my report goes into detail of the form and direction I would like to see the project take as of September.

## SECTION V - FUTURE DIRECTIONS OF THE V.Y.P. PROJECT

### INTRODUCTION

I feel the Volunteer Youth Participation project is a project the Volunteer Bureau should keep working with. I feel that high school students are an excellent group to approach with the idea because they will be, in a sense, our potential volunteers of tomorrow. Why not approach them when they are still in school, the ages are compatible with the agencies' requests. Many students volunteer just for the experience or for something to do but once they begin some find other rewards, want to continue their work and may even tell others to get them involved. Word-of-mouth is a very prominent recruitment method which I have found works extremely well with high school students.



I feel the students need to be worked with as a separate group rather than being recruited like everyone else. I found that they do need encouraging, they like to have a lot of information and personal contact with a Volunterr Bureau representative to gain knowledge of what citizen participation will do for them as well as what they will be doing. Some rewards/benefits for students are:-

- Gaining experience;
- Challenge;
- Helps them to work with professionals and get along with working staff;
- Prepares them for work;
- Opportunity to test out future careers;
- Chance to use their skills and abilities to help others;
- Opportunity to let the community, as a whole, recognize high school students' worthwhile contributions to the community;
- A lot of fun and enjoyment.

#### RECOMMENDATIONS AND STEPS

The following is a list of steps/recommendations as to the direction of the V.Y.P. project as of September:-

- (a) I feel that the previous idea/concept of striking a volunteer club within high schools, in Hamilton, should be brought into action starting September, 1980. Over the summer I operated independently without use of a volunteer club(s). This approach worked out adequately but I felt I didn't have much contact with the students because they were so 'dispersed'. Even more important is that the students themselves lacked contact with each other. The meeting I held told me from the few who were able to attend that they agreed very strongly that student volunteers should meet for support, discussions, events, etc.

With a volunteer club I feel the students feel part of a group, they belong, they are not the only student who is volunteering their time. Also some students feel volunteering is a "goodie, goodie" thing to do but if they see a group/club of volunteers it may make them aware that there are people in their school or perhaps class that volunteer.

- (b) The response I have had from the students' questionnaire has been positive with regards to volunteerism becoming more a part of their school. Also some enthusiasm has come out regarding the volunteer clubs to start up within the schools. I have had two specific names of contacts within two separate high schools who are very enthusiastic about assisting to start a volunteer club.





- (c) I feel that the Separate School Board should be approached this school year with the club ideas. I have been told by a few people who have worked with separate schools and found them most community-minded and co-operative around citizen participation. Also one of my student contacts attends a separate school and has informed me of their previous community involvements.
- (d) I feel we should start small with the number of schools we begin with because too many tend to be harder to keep track of and may tend to lose interest if we don't give them sufficient co-operation and support in the beginning. I recommend an approximate number of schools as being between 4 and 5 at the very most.

I would strongly recommend continuing with Hill Park because of the great interest and co-operation from Mr. Beech. I also had quite a few students, interviewed by myself, who attend Hill Park who may be possible applicants for club memberships. In working with the school during the year I have found them active in the community and students very supportive of their school's activities. St. Jean-de-Breboeuf, would be another school where a club may take off because one of the students who attended the meeting, went there and was extremely interested in getting a volunteer club started. Another possibility is Sherwood Secondary School due to the fact that a student (also at the meeting in August) who graduated this year felt it could go over well. Sherwood was one of the original trial schools last September but this girl explained that the teacher advisor was late in getting into the volunteer club so the club fell through. The student told me, however, that Miss Cook-Petz had a great interest in volunteerism and would be an excellent contact; she also knows of students who showed an interest last year in the clubs.

I would also recommend that the schools not all be designated to the one area, as it makes far more difficult in placing students in agencies.

- (e) I feel the Mohawk College student coming to the Volunteer Bureau in September could take this over. She/he should first determine which schools to approach about starting a volunteer club. I feel the worker should make initial contact with the Principal, more or less to introduce themselves and their ideas. Even more important would be contact with the teachers, perhaps visiting individually, speaking at faculty meetings, or even at a professional development day. Approach the teachers as directly as possible to gain their support. Also it would be a good idea to contact Mr. Jim Hobbs at the Board of Education to inform him of your work and gain his support.

Also contact the specific students who may attend the school you are working with, and who were involved in volunteering over the summer.



- (f) Publicity would be a major task in the first few weeks. The idea of the club should be well advertised within the schools, stating benefits for the students and perhaps for the first meeting some kind of attraction (movie, speaker, etc.).
- (g) One important resource which the clubs should have to begin is a copy of the Student Volunteer Club kit. This would outline for them the procedures in starting a club right up to club programs, etc.
- (h) The Principal could select a teacher advisor/guidance counsellor to be the contact. Their duties being:-
  - (i) Available for club consultation or assist in any club difficulties.
  - (ii) Possibly assist club members with arrangements of special events or happenings.
  - (iii) Act as liaison between club and school staff.
  - (iv) Act as liaison or contact between Volunteer Bureau and the club.
- (i) Once the clubs were established in the schools, elections could take place for executives. I feel once each club has a chairperson, club head, president or whatever they should be approached with the idea of meeting with other club chairpeople, etc. from the other schools involved. Perhaps the Volunteer Bureau person involved could assist in setting up the first meeting.
- (j) These meetings could possibly be held at the Volunteer Bureau with the Mohawk student to chair them (the student may pick up techniques as minutes-taking, chairing a meeting, etc.). The meetings could become a committee, in themselves, of the Volunteer Bureau. This will acquaint the students with the Volunteer Bureau and its activities. It will also, I feel, help to emphasize the importance of the clubs and make the clubs feel more involved.

During the meetings:-

- (i) Problems, concerns, ideas around the clubs could be discussed.
- (ii) Perhaps new publicity methods to try to increase membership.
- (iii) Possibly discuss an event that may involve all clubs participation.
- (iv) Discuss different directions the club may take, etc.

The amount and time of meetings could be discussed between the club members and the Mohawk student so she/he can work out her time schedule ahead of time. The meeting agenda, I feel would be the responsibility of the club presidents and club members.





- (k) I feel the Mohawk Student would not have to work solely on the V.Y.P. project. For the first 4-5 weeks (approximately) her/his time would be taken up by the project a great deal due to organizing publicity and basically helping the clubs get on their feet. From there she/he would be acting as a resource for the students and teacher advisor and a chairperson for their meetings at the Volunteer Bureau. The student would probably be responsible for forwarding the progress of the clubs to the Publicity Committee.

#### GENERAL COMMENTS

Generally, I feel the concept of the clubs should be implemented into the schools using the format detailed in this section making any necessary changes or adjustments as needed. Basically the format of starting a club is similar to the format implemented last September (1979). I have made some additions mainly in the area of more contact with students in the schools and more personal contact with the teachers basically a broader range of support.

Also I felt that there is a need for the clubs once established to have more contact with the Volunteer Bureau and become active participants in the Volunteer Bureau. I feel if we establish clubs during the school year it may make it easier to continue efforts next summer (1981) if desired. I also feel the worker in this format of establishing clubs would have more contact with the students and have more knowledge of the clubs' progress. The worker once clubs were settled would act as a resource to the clubs and a liaison between the clubs and the Volunteer Bureau.

#### SECTION VI - DECISIONS TO BE MADE

- (a) Do we continue with the V.Y.P. project at all?
- (b) Should a Mohawk student be taken on to work on the project as a placement?
- (c) Should the student, if taken on, spend all their time on the V.Y.P. project or should they work on it part-time with additional responsibilities?
- (d) Should the concept of the Student Volunteer Clubs be the direction the project should lead beginning September?
- (e) Should the clubs be continued, as I have outlined, over the summer of 1981 or finish and begin again in September?



### COMMENTS

My personal comments to the above decisions have basically been covered throughout my report. I do feel the V.Y.P. project should be continued from year to year but as it continues I feel the students should begin to take more responsibility in forming clubs, holding meetings, organizing events, etc. I feel that the worker will slowly be phased out of implementing the V.Y.P. project every year but not back away from it totally, still having contact through the meetings, at the Volunteer Bureau. If the club concepts are accepted and established in the schools they will have a good chance of picking up each year just like any other club already existing within the schools.

### SECTION VII - CONCLUSIONS

In my mind the overall conclusion is that the Volunteer Youth Participation project is a worthwhile project to continue. I find it difficult to lay down immediate proof that so many students became volunteers because of the project. It is hard, I feel, to justify my efforts with factual evidence of what happened over the summer. I feel that I have put a lot of time into the project and a lot of money has been spent but out of that we have discovered potential for the project to take off in September and become successful. I feel the input to date may not justify the rewards but I feel that input may "pay off" soon (1980-81) and the club concept may be very much a success.

September 8, 1980

LSV:gmm





VOLUNTEER BUREAU

APPENDIX #1

PROJECT PROPOSAL

NAME OF PROJECT:

Continuation of Volunteer Youth Participation project during the summer months.

PURPOSE:

The purpose to continue contact with students during the summer is as follows:-

- (a) Continue the promotion of students participating in the community on a voluntary basis.
- (b) To secure interest during months when students are out of school.
- (c) To keep students involved in the community, especially if employment is not available to them at this time.
- (d) To promote and put into practice the idea of working as a group of volunteers to gain support and information-feedback from each other.
- (e) To raise public awareness of high school students volunteering in the community.

METHOD:

1. Would involve working with two high schools:-
  - (a) Sir John A. Macdonald
  - (b) Hill Park
2. Two students could be hired to carry on the V.Y.P. project during summer months.
3. Students would be located at the Volunteer Bureau and also a probability of a couple of mornings each week in Sir John A. Macdonald.
4. Sir John A. Macdonald is open mornings due to summer school; Hill Park is totally shut.
5. Students (hired) would be responsible for arranging space in the school, by contacting both school Principal and Board of Education (Jim Hobbs).



6. Publicizing the existence of these students availability in both school and Volunteer Bureau. Also stating the function they will assume at their location(s). The time and days (available) in both school and Volunteer Bureau would need to also be publicized.

Publicity: (a) P.A. system in both schools for announcements.  
(b) Students Council  
(c) Newsletter (if available)  
(d) Posters, pamphlets, etc.  
(e) Guest speakers from either Bureau or Agency in need of summer volunteers.

7. The (hired) students would have to get in touch with agencies to determine their need for student volunteers during the summer months. They should record this information and make it available to interested students.
8. An idea stated by Mr. Beech (Contact at Hill Park) was to update the (1972) Youth-on-the-Spot book with current volunteer opportunities. A possibility here would be for group of high school students to take this on as a volunteer project.
9. The (hired) students could make themselves available to individual students interested in volunteering and also groups of students interested in one of the projects available. They could discuss opportunities available and assist the students with getting involved with either project (group) or individual volunteer opportunities.
10. The (hired) students could arrange monthly meetings at Sir John A. Macdonald with all the students presently or wishing to volunteer. They could discuss any difficulties with voluntary positions or give each other ideas and suggestions.
11. These monthly meetings could also be used to arrange special events involving just their group or attempting to involve student volunteers from other schools. Special events such as: bowling, picnics, party, pot luck dinner, roller skating, etc.
  - For these special events they should try to involve as many students as possible from as many different schools.
  - These special events would be fun and enjoyment for the students and also could help to make the public more aware of the situation.
  - Possibility would be to ask businesses or industries to help sponsor a special event - i.e., McDonald's, Mother's Pizza, etc.
  - Another possibility would be to get the newspaper to come and report an event of the student volunteers. This would help to increase awareness of the public and would also promote volunteerism especially with students.

March 20th, 1980

LS: gmm





VOLUNTEER YOUTH PARTICIPATION PROJECT

c/o Volunteer Bureau  
153½ King Street East  
Hamilton, Ontario  
L8N 1B1

Telephone: 529-4202

APPENDIX #2

AGENCIES USING STUDENT VOLUNTEERS

by

Linda Sweeney

1. RECREATION AND ACTIVITY DEVELOPMENT WITH:

(a) Handicapped:

- Amity Rehabilitation Centre
- Canadian Mental Health Association - Mental Health/Hamilton
- Canadian National Institute for the Blind - C.N.I.B.
- Hamilton and District Association for the Mentally Retarded  
(13 years and up)
- Hamilton Psychiatric Hospital - H.P.H. (16 years and up)
- Robert Mac Home for Retarded Children
- The Rygiel Home (14 years and up)

(b) Senior Citizens:

- Beacon Hill Lodge
- Clarion Nursing Home
- Hamilton-Wentworth Nursing Home
- Mountain Nursing Home
- St. Magdalene's Nursing Home
- St. Olga's Nursing Home

(c) Children and Youth:

- Boy Scouts of Canada (16 years and up)
- Catholic Children's Aid Society of Hamilton-Wentworth  
- C.C.A.S. (16 years and up)
- Catholic Youth Organization - C.Y.O. (16 years and up)
- Girl Guides of Canada, Hamilton Area (16 years and up)
- Hamilton Recreation Department



(c) Children and Youth: (cont'd)

- Kiwanis (15 years and up)
- McMaster Day Care Centre
- Wesley Centre
- Y.W.C.A., MacNab Street South

(d) Adults:

- Elizabeth Fry Society

(e) Variety of Ages:

- Chedoke-McMaster Hospitals, Chedoke Division  
(14 years and up)
- Welcome Inn

2. CLERICAL WORK:

(i.e., Typing, telephones, filing, library work in some cases)

- Battlefield House
- Block Parents Program (16 years and up)
- Canadian Cancer Society (3 locations)
- Canadian Red Cross Society
- Catholic Children's Aid Society of Hamilton-Wentworth - C.C.A.S.  
(16 years and up)
- Chedoke-McMaster Hospitals, Chedoke Division (when requested)
- Chedoke-McMaster Hospitals, McMaster Division (14 years and up)
- Children's Museum
- Hamilton Multicultural Centre
- Hamilton Psychiatric Hospital - H.P.H.
- Hamilton and Regional Indian Centre
- Hamilton-Wentworth Lung Association
- Ontario March of Dimes





3. NEWSLETTERS AND PUBLICITY:

- Elizabeth Fry Society
- Native Women's Centre
- The Women's Centre of Hamilton-Wentworth

Primarily Publicity:

- First Place Community Centre

4. CRAFTS:

i.e., Weaving, sewing, baking, knitting, etc., with:

(a) Handicapped:

- C.A.R.E. (operated by Mental Health/Hamilton)
- The Rygiel Home (14 years and up)

(b) Senior Citizens:

- Beacon Hill Lodge
- Clarion Nursing Home
- Proctor Manor
- St. Olga's Nursing Home

(c) Children and Youth:

- Catholic Youth Organization - C.Y.O. (16 years and up)
- Children's Museum
- Kiwanis (15 years and up)

(d) Adults:

- Chedoke-McMaster Hospitals, Chedoke Division  
(14 years and up)
- Elizabeth Fry Society
- Hamilton and Regional Indian Centre
- Homestead
- Welcome Inn



(e) Variety of Ages:

- Battlefield House
- Canadian Red Cross Society

5. WOODWORK - BUILDING - FIX-IT JOBS:

- Catholic Youth Organization - C.Y.O. (16 years and up)
- Children's Museum
- Hamilton East Kiwanis Boys' and Girls' Club (15 years and up)
- Homestead
- L.O.N.A.R.
- Native Women's Centre
- Wesley Centre (16 years and up)

6. STORE WORK:

- Big Sisters Association of Hamilton
- Chedoke-McMaster Hospitals, Chedoke Division
- Chedoke-McMaster Hospitals, McMaster Division
- Hamilton General Hospital (15 years and up)
- Hamilton Psychiatric Hospital - H.P.H. (16 years and up)
- Henderson General Hospital
- Macassa Lodge
- St. Joseph's Hospital
- Welcome Inn

7. VISITING - BEFRIENDING - ONE-TO-ONE RELATIONSHIP:

- Canadian National Institute for the Blind - C.N.I.B.
- Chedoke-McMaster Hospitals, Chedoke Division - various areas  
(14 years and up)





7. VISITING - BEFRIENDING - ONE-TO-ONE RELATIONSHIP: (cont'd)

- Elizabeth Fry Society
- Family Services of Hamilton-Wentworth
- Hamilton Psychiatric Hospital - H.P.H.
- Hamilton-Wentworth Nursing Home
- Proctor Manor Nursing Home Ltd.
- St. Elizabeth Visiting Nurses Association
- St. Magdalene's Nursing Home
- Victorian Order of Nurses - V.O.N.

8. TUTORING - TEACHING ENGLISH - HELP WITH READING AND WRITING:

- Children's Aid Society of Hamilton-Wentworth - C.A.S.
- Hamilton Multicultural Centre
- Hamilton Public Library, Locke Street Branch
- L.O.N.A.R.
- Welcome Inn

9. CO-ORDINATING PROGRAMS - ORGANIZE EVENTS - SOME RESEARCH WORK:

- Hamilton Multicultural Centre
- Hamilton Psychiatric Hospital - H.P.H. (16 years and up)
- Hamilton and Regional Indian Centre
- Homestead

10. DRIVERS

- Children's Aid Society of Hamilton-Wentworth - C.A.S.
- Catholic Children's Aid Society of Hamilton-Wentworth - C.C.A.S.
- Canadian National Institute for the Blind - C.N.I.B.



10. DRIVERS: (cont'd)

- Macassa Lodge
- Meals-on-Wheels

11. MISCELLANEOUS

(a) Photography:

- Henderson General Hospital
- St. Joseph's Hospital

(b) First Aid:

- St. John Ambulance Association and Brigade

(c) Serving Meals & Preparation of Trays:

- Macassa Lodge

May 28th, 1980

LLG:gmm





NO JOB OPPORTUNITIES COMING YOUR WAY  
DURING THOSE SUMMER MONTHS?

WELL ! ! !

I'VE GOT A FULFILLING, BENEFICIAL AND  
FUN OPPORTUNITY FOR YOU

"BEING A VOLUNTEER"

VOLUNTEERING IS:

- Experience!
- Asset on a Resume!
- Exciting!
- Personally Satisfying!
- Challenging!
- Testing Ground for Future Careers!
- Requirement for some College and University Courses!

FOR FURTHER DETAILS ON VOLUNTEER OPPORTUNITIES -

PLEASE CONTACT: Linda Sweeney

AT: Hill Park Recreation Centre

ON: Mondays, Wednesdays and Fridays.

BETWEEN: 10:00 A.M. and 4:00 P.M.



# THIS SUMMER

## WHY BE BORED WITH NOTHING TO DO

GET INVOLVED WITH A FULFILLING,  
BENEFICIAL AND FUN OPPORTUNITY.

### "BECOME A VOLUNTEER"

VOLUNTEERING IS: - EXPERIENCE!  
- AN ASSET ON A RESUME!  
- EXCITING!  
- PERSONALLY SATISFYING!  
- CHALLENGING!  
- TESTING GROUND FOR FUTURE CAREERS  
- REQUIREMENT FOR SOME COLLEGE AND UNIVERSITY COURSES

\* \* \* \* \*

\* JOIN IN ON THE SPECIAL EVENTS \*

\* THAT WILL BE HAPPENING OVER THE \*

\* SUMMER FOR STUDENT VOLUNTEERS \*

\* \* \* \* \*

FOR FURTHER DETAILS ON VOLUNTEER OPPORTUNITIES

CONTACT: LINDA SWEENEY  
AS OF: JUNE 24, 1980  
ON: TUESDAYS AND THURSDAYS  
AT: ROOM 110, (Music Room)  
SIR JOHN A. MacDONALD





## APPENDIX #5

### SUMMER VOLUNTEER EXPERIENCE

This summer you may be bored with nothing to do. You may be frustrated as you try to get a job but get turned down for being too young or lacking experience.

You can overcome both boredom and frustration and gain experience at the same time - the solution - A Volunteer Job. Volunteering is fun, satisfying, a testing ground for future careers, an asset to a resumé and a requirement for some College and University courses.

Come on out and join in the special events being held for student volunteers, meet some other's who decided to get rid of this boredom and frustration this summer.

A registration form along with hand-outs on volunteering will be available from Mrs. Rundle. Register with us even if you already have a volunteer job so you can be included in the special events.



## Volunteers needed

If you're having problems finding a summer job, but willing to give of your time to help others and learn and have fun at the same time, Linda Sweeney is just a visit away.

Linda is with the Volunteer Bureau and she's looking for high school students who are interested in working at a variety of summer jobs. Some of the areas that might be of interest to students are: tour guides at Battlefield House; helping out in recreation at Beagon Hill Lodge; woodwork and architecture help at the Children's Museum; helping children at Central Elementary.

Linda is available for more information at Hill Park Recreation Centre, Monday, Wednesday and Friday 10 a.m. to 4 p.m. and Tuesday and Thursday bet-

ween 9 a.m. and 1 p.m. at Sir John A. MacDon- room 110.

Students, are you out of a summer job and you're wondering what to do with yourself?

The Hamilton Volunteer Bureau has the answer for you. They have a summer program which places students in various agencies across the Hamilton-Stoney Creek area to do volunteer work.

Jobs are available in areas such as clerical work, public relations, arts and crafts, sports and recreation.

## APPENDIX #7

"The purpose of the program is to promote volunteerism within high school students," according to Linda Sweeney, one of the project workers.

"We had a few students who had worked on the program during the year and they were still interested in doing volunteer work in the summer," Linda said, noting the bureau feels it is important to keep contacts over the summer with the students and the agencies.

So far, 35 students have responded to the program, and there is still a need for more.

According to Linda, a lot of the students want to go into a specific area of study later in college or university, so they volunteer to get experience.

For further information regarding the program, contact Linda Sweeney at the Hamilton Volunteer Bureau, 529-4202.

Stoney Creek News, Wednesday, July 30, 1980

## APPENDIX #8

## Students volunteer time in return for experience

Students, are you out of a summer job and you're wondering what to do with yourself?

The Hamilton Volunteer Bureau may have the answer for you. They have a summer program which places students in various agencies across the Hamilton-Stoney Creek area to do volunteer work.

Jobs are available in areas such as clerical work, public relations, arts and crafts, sports and recreation.

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For further information regarding the program, contact Linda Sweeney at the Hamilton Volunteer Bureau, 529-4202.



# THIS SUMMER

## WHY BE BORED WITH NOTHING TO DO



GET INVOLVED WITH A FULFILLING,  
BENEFICIAL AND FUN OPPORTUNITY.



## "BECOME A VOLUNTEER"

### WHY?

- EXPERIENCE!
- AN ASSET ON A RESUME!
- EXCITING!
- PERSONALLY SATISFYING!
- CHALLENGING!
- TESTING GROUND FOR FUTURE CAREERS
- REQUIREMENT FOR SOME COLLEGE AND UNIVERSITY COURSES

### WHERE?

- THE RYGIEL HOME
- BEACON HILL LODGE
- BATTLEFIELD HOUSE
- CHILDREN'S MUSEUM
- HOSPITALS
- FIRST PLACE COMMUNITY CENTRE
- LIBRARIES
- Y.W.C.A.
- ETC. ....

### WHAT?

- TYPING, CLERICAL WORK
- WOODWORK
- TOUR GUIDING
- DAY CAMP COUNSELLORS
- TUTORING CHILDREN
- FRIENDLY VISITING
- PUBLIC RELATIONS
- ARTS AND CRAFTS
- RECREATIONAL ACTIVITIES

### HOW?

COME AND VISIT - LINDA SWEENEY

AT

HILL PARK RECREATION CENTRE

MONDAYS, WEDNESDAYS & FRIDAYS

10:00 a.m. - 4:00 p.m.

OR

SIR JOHN A. MACDONALD SECONDARY SCHOOL

TUESDAYS & THURSDAYS

9:00 a.m. - 1:00 p.m.

OR

CONTACT THE HAMILTON VOLUNTEER BUREAU

529-4202

\*\*\*\*\*  
\* JOIN IN ON THE SPECIAL EVENTS \*  
\* THAT WILL BE HAPPENING OVER THE \*  
\* SUMMER FOR STUDENT VOLUNTEERS \*  
\*\*\*\*\*





APPENDIX #10

S T U D E N T V O L U N T E E R E V A L U A T I O N

By Linda Sweeney

1. STUDENT'S NAME: \_\_\_\_\_
2. SCHOOL ATTENDING OR WILL BE ATTENDING IN SEPTEMBER: \_\_\_\_\_  
\_\_\_\_\_
3. HOW DID YOU FIND OUT ABOUT THE VOLUNTEER BUREAU? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. ARE YOU PRESENTLY VOLUNTEERING? YES ☐ NO ☐
5. IF YES, WHERE? \_\_\_\_\_
6. IF NO, PLEASE GIVE A BRIEF EXPLANATION: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

IF YOU ARE VOLUNTEERING

7. WHAT TRAINING AND ORIENTATION DID YOU RECEIVE FROM YOUR AGENCY?

Too Much	_____
Quite a lot	_____
Sufficient Amount	<i>/</i> _____
Not enough	_____
None	<i>/</i> _____

8. IF YOU RECEIVED NO TRAINING, WAS THERE A SPECIFIC REASON WHY NOT?  
(ie. - could do job without training?) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



9. HOW WOULD YOU RATE YOUR VOLUNTEER WORK?

Very Enjoyable \_\_\_\_\_  
 Enjoyable \_\_\_\_\_  
 Satisfactory \_\_\_\_\_  
 Don't like it \_\_\_\_\_

10. DO YOU FIND YOUR VOLUNTEER WORK: (Check off more than one if you wish)

Learning Experience \_\_\_\_\_  
 Challenging \_\_\_\_\_  
 Boring \_\_\_\_\_  
 Tedious (doing the same thing over and over) \_\_\_\_\_

11. IS THE TIME INVOLVED IN YOUR VOLUNTEER WORK:

Too Much \_\_\_\_\_  
 Just Right \_\_\_\_\_  
 Not Enough \_\_\_\_\_

12. IS THE VOLUNTEER JOB WHAT YOU EXPECTED AFTER DISCUSSING IT WITH US?

YES ☐ NO ☐

Any Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

13. DID YOU VOLUNTEER TO LEARN NEW SKILLS?

YES ☐ NO ☐

14. IF YES, HOW WOULD YOU RATE THE AGENCY IN TEACHING YOU THOSE SKILLS?

Excellent \_\_\_\_\_  
 Good \_\_\_\_\_  
 Satisfactory \_\_\_\_\_  
 Unsatisfactory \_\_\_\_\_  
 Poorly \_\_\_\_\_





IF YOU ARE NOT VOLUNTEERING

15. DID YOU CONTACT THE AGENCY(IES) WE GAVE YOU?

YES ☐ NO ☐

Any comments concerning the agency response to you? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(ie. were they interested, not sure, enthusiastic, etc.)

16. ARE YOU PLANNING TO CONTACT AN AGENCY IN THE NEAR FUTURE?

YES ☐ NO ☐

17. ARE YOU STILL INTERESTED IN VOLUNTEERING?

YES ☐ NO ☐

18. DO YOU WANT ADDITIONAL AGENCIES TO CONTACT?

YES ☐ NO ☐

GENERAL QUESTIONS

19. WHAT IS THE MAIN REASON(S) FOR YOU TO BECOME A VOLUNTEER? (ie. career development, experience, keep busy, get involved, etc.) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

20. WHAT DO YOU FEEL YOU HAVE GAINED THROUGH VOLUNTEERING? (ie. meeting people, keeping busy, learning skills, etc) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



21. DID YOU JUST VOLUNTEER FOR THE SUMMER?

YES

☐

NO

☐

22. IF YES, DO YOU NOW WISH TO CONTINUE VOLUNTEERING DURING THE SCHOOL YEAR?

YES

☐

NO

☐

23. WHAT TYPE OF VOLUNTEER OPPORTUNITIES WOULD YOU LIKE TO SEE OFFERED TO STUDENTS? (Please give some suggestions)

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24. IF YOU ARE VOLUNTEERING TO LEARN NEW SKILLS OR WISH TO VOLUNTEER FOR THAT REASON, WHAT SKILLS WOULD YOU LIKE TO LEARN AT YOUR WORK?

---

---

---

25. HOW DO YOU FEEL ABOUT STUDENT VOLUNTEERS GETTING TOGETHER TO DISCUSS THEIR WORK?

Good Idea

☐

Great Idea

☐

All right

☐

Poor Idea

☐

26. WOULD YOU BE INTERESTED IN SEEING VOLUNTEERISM BECOME MORE INVOLVED IN YOUR HIGH SCHOOL?

YES

☐

NO

☐

27. IF YES, WHICH WAY WOULD YOU LIKE TO SEE IT HAPPEN? (I have listed some of my ideas, but please feel free to make some of your own suggestions)

a/ Start a volunteer club with a teacher advisor and student representative.

☐

b/ Having information on volunteer opportunities available at your guidance office.

☐



- c/ Possibly start your own agency or service up within your school which you could offer to the community.



- d/ Have a Volunteer Bureau representative come into the schools every so often to discuss opportunities and register interested students



Please give some of your own ideas and thoughts about this:

---

---

---

---

Thank you for filling in the questionnaire, I hope it will benefit you as well as myself and the Volunteer Bureau.







